



# THE SCHOOL JOURNAL

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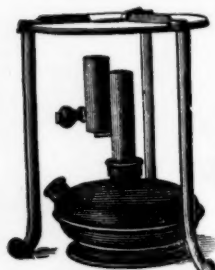
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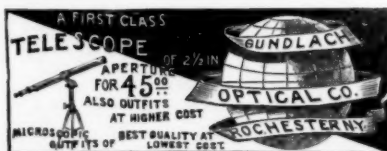
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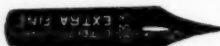
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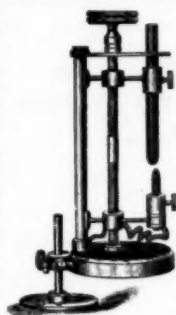
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All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet

## My First School.

By BLAGDON COREY.

I had got started in algebra at the village academy and able to twist out the value of  $x$  in an equation when I was accosted by an old farmer and asked if I would teach a school in the country. He had come in over thirty miles of muddy road on some law business, and being a trustee in his district determined to drive a bargain with some "young feller" as a teacher. "We pay eleven dollars a month and keeping," said he. I found afterward that they had paid as high as fifteen dollars and "keeping," but this thrifty trustee had me at a disadvantage and got me cheap.

The school-house had once been painted red; it stood on one of four corners in a lonely place near a wood. There was a blackboard about a yard square; the benches and desks were made of boards. I had no way of deciding as to the mental work that had been accomplished, but the jackknife had been used enough to satisfy any disciple of Sloyd. They had acquired great facility in carving. As the American youth is expected to carve out a path to eminence for himself, it is proper for him to begin early.

Among the names wrought into the yielding pine I came upon "Fan Gaylord" so frequently that I surmised she must have been the ruling belle at some previous period. My mind went insensibly back and I saw a red-cheeked girl with mischievous eyes sitting in one of the desks holding a spelling book in her hand, but looking over it at me. "Where is she now?" I thought. "Who of those that wrought her name with such infinite pains has become the lucky Paris and borne away the beautiful Fan?"

My pupils numbered seventy, but that number only attended in fair weather. They watched me for a day or two as closely as a cat does the moving mouse; they seemed to conclude that I was not likely to do them harm and settled down into a pleased security. My great effort all that winter was to prevent whispering. I tried numerous plans, but none were successful. The great difficulty lay in convincing them that it was wrong to speak to one's neighbor. I insisted that it was; the older ones insisted that it was not. I felt I had accomplished something if I got through a day and had prevented whispering; the lessons gave me no trouble.

I was busy one day hearing lessons when a sleigh was heard to stop at the door followed by a great stamping of snow-encumbered feet. The school paused in its in-

tellectual career and held its breath. The door was flung open and a boy of fifteen years entered; a bouncing girl of nineteen was pushed forward by an old man wrapped in a buffalo-skin overcoat and much resembling Santa Claus. Looking at me he exclaimed in loud, commanding tones: "Lick 'em well, I tell ye, lick 'em well;" then slamming the doors together, he departed. I could only assure this frightened pair that they need have no fear, they would not be hurt.

This man lived in a secluded part of the town and the children attended school but little. I doubted not that he had regaled his family many times with stories of the severity that marked his school days, for there was a period when a flogging was of daily occurrence. It took a whole week to convince this boy and girl that they would not be flogged if they missed a word. All children suffer from the misconception they form of the teacher. Those that attend school delight to picture out the horrors of the school-room. I have heard a boy of ten years say to his young brother, "Oh, won't you catch it when you go to school! Lick you? You'll think so! Lick you till the blood runs down," etc., etc. Fancy the effect. If these younger brothers had not learned that the truth was often indefinitely stretched no power could get them inside of the school-room.

One of my pupils was a tall, ungainly, but good-natured fellow, about 18 years of age; his opportunities for learning had not been very great, and the way things were done struck him as the city generally does the rural inhabitant. He would vent his surprise in spite of all my efforts to prevent him. Of course they all stood, little and big, in a row to spell, and "toed a mark;" how could spelling be done in any other way? The word "sieve" was given to him; he knew that article so well that he was sure he could spell it; he gave the phonetic elements as correct as if he had been a member of the Philological Association, "siv." When the next gave the correct form and "went up," he exclaimed, "By gosh, that's one way," and could not conceal his surprise at the smartness of the person who invented that puzzle. "By gosh" came so readily to his lips that it always got out before I could prevent it. I initiated him into the trick of "borrowing ten" when the upper figure in subtraction was too small; after many trials he caught the idea and exclaimed, "By gosh, let me try one." For several days he wanted "sums" in which ten must be borrowed; he wanted to show everybody the way in which human genius outwitted the obstacle of a too small figure in the minuend; he would take his slate out at recess and demand a "sum" of every boy. When he had accomplished the subtraction he would let off his exultation in several "by goshes." I gave up the hope of eradicating his use of this phrase.

Another big boy, Ben Harvey by name, was handicapped in his literary career just as Adam was in the garden of Eden; the charms of one of the older girls set his muse into operation and he produced some poetry and sent it surreptitiously to her. She looked above poor Ben and handed the missive to me:

"The rose is red, the violet's blue,  
Sugar is sweet and so are you."

This act shocked the would-be-lover so that I found it impossible to make him understand how one fraction was divided by another by turning the divisor upside down. His discouragement led him to relinquish the attempt to "go through arithmetic" as he proposed. Poor Ben!

It had been repeated to me several times by one of the trustees "The last teacher was a good man, but he did not larn 'em the multiplication table." So I gave unwearied attention to effect this. The last thing at night was to have the school march round and round, beginning "twice one is two," and ending "twelve times twelve is 144;" the girls were arrayed in their hoods and shawls, the boys in their overcoats and mufflers of various colors. I urged them to repeat the table on their way home instead of gossiping with each other; also to recite it as they lay down in their beds at night. I had not then heard the name of Grube, and if I had, I should not have been able to use his method. I certainly deserve praise for my hard work even though it was insanely directed.

Among the pupils were two boys, twins, or, as the people called them, the "two twins," and their close resemblance caused me great perplexity. Both were mischievous; one was particularly annoying. But there was such evident good nature that I could not retain my anger long. If there was trouble in any part of the school-room I knew it had its origin with one of these boys, for they had the art of getting others to do things they knew I had forbidden; and yet the free-masonry existing even in that rural school prevented my tracing it back to its real source.

On my first survey of the school-room I noticed the ceiling of the room was thickly studded with paper-wads, some of immense size. I removed these with a broom, and gathering the crop, found it measured nearly two quarts! I kept these in my desk and from time to time exhibited them to the pupils, expounding to them that their ignorance of arithmetic, grammar, etc., arose from the expenditure of their mental force in one direction rather than the other. I think I even went so far as to say that if instead of laboring on paper-wads they had studied their books they might have been in college and distinguished in some professional line of work.

I told them I was particularly anxious that not a single paper-wad should be seen on the ceiling during my administration. I probably said too much. There arose, I now fear, a determination to plant some paper-wads on the ceiling just to worry me. I watched the boys ceaselessly; if I saw one's jaws move I eyed him severely; in fact, as Virgil says, I "fastened my eyes" on him, and if I saw any appearance of guilt I bade him "take that wad out of his mouth" and stand on the floor. One day I saw a queer smile on the face of one of the biggest girls and I became suspicious; I knew it meant that something had happened that I had disapproved. What was it? My eyes took in the ceiling and there was an immense paper-wad!

The whole school now smiled; then some, as they saw my wrath, grew pale and applied themselves with unusual vigor to their lessons. A dead silence prevailed. I demanded, "Who threw that?" but no answer was returned. I exhorted all to speak the truth and reminded them of what happened to Ananias and Sapphira and proceeded to investigate. Some of the smaller ones when asked replied they did not know, but one, large girl referred to, used the fatal phrase, "I prefer not to say." This was quickly copied by the rest and I was balked in my effort.

Somehow in my excitement I had declared I would punish the one that did it, and I felt I must adhere to

my word. In later experience I have not hesitated to retract whenever necessary; at this period I knew but little of the human nature in a district school. How easily and how efficiently I would manage such an incident now!

The "two twins" were named Gaylord and Safford respectively from their maternal and paternal grandfathers; I fixed on Gaylord as the guilty one and now think I was correct, though I was never able to prove it; it was a case of circumstantial evidence; the main reasons in my mind were that the wad was more nearly in his zenith, that he did not meet my eye as his brother did, that none but the twins had enough mischief in them to do such a deed, and finally none but they were popular enough to be protected by the rest of the school; of course the only one of these reasons I could put before the school was the first. Anyway some one must be punished, and as the twins had given me considerable anxiety I felt I had a good reason for punishing one of them and thus awing his brother. The deed was announced to be done after recess.

Now there was difficulty in telling which was Gaylord and which Safford. I had often heard the boys say, "Are you Gay or Saf?" And the reply would be, "Saf." I looked Gaylord carefully over and noted a spot on the binding of his coat collar. I let all go out with a perfect confidence in my superior detective powers of mind. As soon as I gave the usual rap on the window, the signal for terminating the recess, the whole pack of boys bolted into the room with a celerity and promptness that surprised me. I conceived it was the same curiosity that prompts people to attend executions; none as I saw seemed to feel any sympathy for the lad who was to be publicly castigated; in fact, there seemed to be a spirit of hilarity. Anyway I lectured them on their attitude in the matter. Then looking sternly at Gaylord I ordered him to come forward, and, after reciting the enormous crime he had committed, gave him a dozen blows with a willow whip. I did not intend to hurt him very much; I told the pupils particularly that it was the disgrace that was the punishment and not the pain.

Having finished I said, "Now, Gaylord, I hope"—  
"My name is not Gaylord" I looked at the coat collar and there was the spot.

"Yes, you are Gaylord."

"No, that is Saf," arose from all parts of the room. I was confounded and confused. There was the spot on his coat, yet I knew the pupils must be right.

"Why did you come up here if you are Safford?"

"You looked at me and told me to come." Then I charged him with deceiving me—but I soon saw the public opinion of the room was wholly with the pupil and not with the master. I must in some way get round on the popular side.

"Why were you willing to be punished in the place of your brother? Did he ask you to do it?"

"No, just for the fun of the thing."

"Well, I won't punish him; one has been punished and that is enough." Then I smiled, the first smile; the occasion had been made ridiculous; I had been trapped, and I felt I must laugh it off. I shook my head at him.

"Ah, Safford my boy, you are too smart for me. I am sorry I whipped the wrong boy; but you made me do it."

Then I turned to the school and told them I had spent a good deal of time in watching the ceiling and was not going to do it any more. I burst out, "You must watch the ceiling yourselves now." And at the close of school every day some boy would knock off the few wads that had appeared during the previous sessions. I gave no further heed to the matter.

I received a rebuke from a parent I now see I well deserved. A little boy of six years old full of activity was sent that I might teach him to read. I put him on a low bench near the stove and twice a day called him up to say the alphabet and to spell words of whose meaning he knew nothing. Of course he was restless,



and for this restlessness I tapped his hands with a stick. I was to spend the night at his home and his mother referred to his punishment: "I don't think you understand how to teach a young child." It is this clear perception on the part of many mothers that has given us the kindergarten.

In reviewing those first months I feel that the advantage to me was considerable; I doubt the advantage to the pupils. The parents professed themselves satisfied, but that shows they had a very poor conception of what their children needed and of what might have been done by a skilful teacher. My great efforts were to have them spell all the words in the spelling book and be able to say the multiplication table. It is possible to aim at these ends too persistently; many a pupil has been maddened by having his whole mental force set day after day to toil in this treadmill of signs of unknown things.

Where are those boys and girls? One of them only has crossed my path since. The most vivid thing in his memory was the "licking of Saf, instead of Gay." That is probably talked of yet in district number — of Walpole county.

## Observations in Child Training. II.

By LOUISE PARSONS HOPKINS.

A HARD TASK ACHIEVED.

One day the master gave out the lesson in algebraic geometry, and said only in reference to one problem: "I doubt whether anyone succeeds in working that out; it is difficult and I never knew a class to do it unaided."

This whetted the edge of ambition in courageous souls, and one girl made up her mind to get it out before the next day, cost what it would. She went up to her room with book and slate early in the afternoon and gave herself resolutely to the task; she thought and experimented patiently until tea time, but to no avail. I do not think she once wavered in her determination to work out the problem, but she said to herself, "I will forget it for awhile and then perhaps I shall be better able to attack it." At nine in the evening she went at it with new vigor and worked away resting at intervals, without a ray of light as to its solution. Her eyes were wide open and occasional glimpses seemed to come to her with various efforts, but she found the night watches speeding by without attaining her end, yet she only grew more resolute and alert, and suddenly at three o'clock in the morning a short and simple solution flashed into her mind which when put upon paper appeared to her infallible. She slept happily and hailed the day with the joy of a conqueror.

On reaching school she found all the class in despair over it except such as had not even attempted it. One of the teachers asked to see her work, and on looking at it said, "Oh, no, that is not right." "I am sure it is right," she said, and when the class was called and her work was put upon the board the master looked at it with surprise but said, "Your solution is not the one given; it is quite original, but it is correct, and a better and shorter one than I have here."

The memory of that determined effort, that courage of attack, and the successful achievement has been among the chief inspirations of the study and work of a lifetime, and has led to many a victory since.

Give your pupils sometimes what is hard to do and let them fight it out alone, for courage and assurance are great levers in education and are born of ambitious struggle. Do not be afraid of appealing to the desire to excel; emulation without malice is a natural and right impulse and should be encouraged; it is one of the strongest motives to action and a legitimate means of education.

Newburyport, Mass.

## Confucius.

The great Confucius must not be omitted in reckoning up the world's noted teachers. He was born 551 B. C.; that his name is still held in the utmost reverence is a proof of his greatness. His burial place is on the banks of the river Sze, to the north of the capital city of Loo, at the end of a fine avenue of old cypress trees, and in the midst of a shady forest of oak. It is a huge mound, overgrown with trees and shrubs, and at the end stands a tablet twenty-five feet high by six broad, on which are engraved his name and doings.

He was poor, and at an early age became a public store-keeper. At the age of twenty-one he began to devote his time to the congenial task of imparting instruction to a band of devoted students. With idle and stupid ones he had no patience. "I open the truth to those who thirst after knowledge. I help only those who want to help themselves. My teaching is in a solid square, but I present only one corner of a subject, and I expect my pupils to find out the other corners." Numbers gradually came to him for information upon every conceivable topic, and when he was but thirty years of age his disciples numbered 3,000.

It was the effort of Confucius to reform the government of his own city, and then to reform the government of the province. His plan was to purify the homes first. "You must purify the home first before you can purify the politics of a city. You must purify the politics of a city first before you can rectify the politics of the state." He was partially successful. History says: "Crime ceased, dissoluteness and dishonesty hid their heads. Loyalty and good faith became the characteristics of the men, chastity and docility those of the women. He was the idol of the people, and found a place in the popular ballads of the day."

Life was the study of Confucius; life as represented by man as he exists. The questions whence came man and wither he is going never troubled him. He simply looked on man as a member of a society.

All the teachings of Confucius were intended to construct an ideal, or, as the Chinese language puts it, "the superior man."

To attain the ideal education was necessary. Not merely education in reading, writing, and arithmetic, but a study of everything which constitutes life.

He said there were four things necessary to enable an ordinary human being to reach the level of the superior man: "to serve my father as I would require my son to serve me; to serve my elder brother as I would require my younger brother to serve me; to behave to a friend as I would require him to behave to me; to be earnest in practicing the virtues of life and to be careful in speaking about them."

With Confucius the ideal man was one who seeks culture for the good of others. In other words, unselfishness must characterize the superior man.

The first principle of Confucianism is the completion of knowledge.

The second is sincerity of intention.

The third is the rectification of the heart.

The fourth is the cultivation of the person.

The graces necessary to be cultivated are virtue, then valor, then benevolence, then loyalty then reverence, then faithfulness, then the government of the family, then filial piety, then friendship, and lastly, the right government of the state.

Although he had many opportunities of advancement in public affairs, he lived a life of poverty, and never repined at the absence of wealth. He would say, "Give me rice to eat, with water to drink, and my bended arm for my pillow, and I am contented and happy. Riches and honor acquired by wrong-doing are to me as floating clouds."

From the time of the rise of the Chinese empire about two hundred years before Christ, to the present day, Confucius has been the object of supreme veneration. Temples have been erected to his honor throughout the empire, and the literature bearing his name is studied by every educated man in China.



## A New View of Fröbel.

By T. G. ROOPER.

Although much has been written and talked about the kindergarten it must be admitted that hitherto the English reader, who desired to study Fröbel's theory of education, has had no easy task before him. Fröbel's thoughts are the reverse of superficial and his language is obscure. It must be remembered that he spent about four years in Berlin (from 1812 to 1816), and that while there he took advantage of the Berlin high school which had been recently founded by William Von Humboldt. Thus at the age of thirty he was surrounded by a group of thinkers hardly to be matched elsewhere even in a "nation of thinkers." There was Niebuhr, the Roman Historian, Schleiermacher the Theologian, Savigny the Jurist, Fichte the philosopher, and Weiss the Mineralogist, all of whom and especially the last named seem to have exercised a direct or indirect influence on him. It was natural that in such a school as that a wealth of philosophical terms should arise and pass into daily use, which, while it rendered the interchange of ideas easy in the group of thinkers actually composing the school, could not but prove a source of perplexity to those who live in another country and in another age. The translator of Fröbel's works labors under a great difficulty. If he translates Fröbel's philosophic terminology into simple English, he is apt to impart certain ideas of his own in the process. In other words, he interprets the author rather than translates him. If, on the other hand, he produces Fröbel's terms, the style appears clumsy and difficult. Mr. Herford's "Student's Fröbel"\* seems to be the most successful attempt yet made to cope with this dilemma. In the space of about a hundred well printed pages he has given in intelligible English the leading principles of Fröbel's chief work, the "Erziehung der Menschheit," and while in his translation he adheres as closely as possible to Fröbel's own words with a view to elucidating the meaning of the text, he has accompanied it with an excellent marginal commentary or analysis which renders the thoughts in the original easily intelligible.

Whoever takes the trouble to study this translation will see how impossible it is to follow Fröbel's practice in the kindergarten without a knowledge of his principles.

One of the commonest notions about the kindergarten is that it is an Infant School where little children play with balls, make paper patterns, hear stories and sing little songs instead of learning to read and write. There is no place it is thought for the elements of reading, writing, or arithmetic. Yet Fröbel writes, "Through the act of reading and writing, which must be preceded by a certain extent of living knowledge of the language, man rises above every other known living creature. Man first becomes a person by the practice of this art. Writing gives man the possibility of reaching the highest earthly perfection." What Fröbel deprecates is the teaching of reading and writing as mere mechanical exercises and before awakening in the child's mind any sense of the need for these accomplishments. Education again, without a thorough knowledge of number, Fröbel regards as "no better than unsubstantial patch and ragwork. The knowledge of number is the point of rest and safe guide in all the variety of nature."

Holding these views about the place in education, of reading, writing and arithmetic, Fröbel was the last man in the world to depreciate the "three Rs." His aim was to improve the methods of teaching these important subjects.

In a proper kindergarten considerable knowledge of language will be imparted, including skill in reading and writing, and the foundation of a knowledge of number will be securely laid. But the life which is led in the kindergarten will not be such as if the whole of a little child's time in school could be profitably occupied in the attainment of a mechanical acquirement of the instruments of learning.

A school where the course of studies consists of successive half hours of reading, writing, and arithmetic is not, according to Fröbel, a place of education although it may be a second rate workshop. Fröbel's varied program is more or less as follows:

1. To awaken, nourish and strengthen the religious sentiment.
2. To get by heart religious sayings on nature and man, and their relations to God, to be used in prayer.
3. Care of the body as bearer of the mind. (Drills and varied rhythmical movements.)
4. Observation of nature, starting from what is close at hand. The knowledge of number is dealt with in connection with observation of the outer world, and this study is not separated in Fröbel's system from all other studies of objects as has commonly been the case in this country, until recently.
5. To get by heart short poems representing nature and life, pieces which give life to objects near at hand and to events of home life. Singing and the elements of music are introduced in this connection.
6. Exercises in language and speech, starting from observation of nature near at hand passing on to the study of man's inner

world, always keeping in view language as audible means of representation. Reading and writing are a part of such exercises.

7. Exercises in material representation by law and rule, proceeding always from the simple to the complex. This includes constructive handwork in materials such as paper card-board, and wood and modeling in clay.

8. Drawing on square ruled slates.

9. Perception of colors. Representation of them in given spaces.

10. Play, voluntary exercises and representations of all sorts.

11. Narrating histories, legends, fairy tales.

12. Walks and short journeys.

Mr. Herford has succeeded in setting forth both clearly and succinctly the principles which determined Fröbel in selecting and arranging this plan of studies and occupations.

Fröbel was the first educational reformer to look on human life from the cradle to the grave as one whole. No one has insisted as he has done, on the fact that although life may be subdivided into stages, as infancy, childhood, adolescence, maturity and age, yet life is a whole and each separate stage which may be distinguished from the preceding and following stages admits of a perfection peculiar to itself independently of the other stages. The adult easily forgets the stages which he has outlived, just as we easily forget what it is to be hungry as soon as hunger is satisfied. The perfect life is one in which each stage of development has been as perfect as possible in itself. "The boy is not a boy, nor the youth a youth merely because he has attained the age usually assigned to boyhood and youth, but by virtue of having lived through first childhood, and then youth faithful to the claims of his soul, his mind and his body. No stage can be omitted, and defects or omissions in one stage will mar the full development of the succeeding stage."

"Do not suppose," Fröbel would say, "that it is any justification for days spent miserably in childhood to insist that the after life will be happy and useful. The end of the child's occupation ought not to be thus placed wholly outside itself. Each day of a child's life has an importance of its own, independently of the days which are to follow. The education of the child is not summed up in mechanical perfection of reading, writing, and arithmetic."

"There is not," says Fröbel, "an object of manhood's thought or feeling which has not its root in childhood; not a subject of future instruction and learning, but there plants its germs. Speech and nature lie open to it; the properties of number, form, size; the knowledge of space, the nature of force, the effects of different substances are beginning to be open to it. Rhythm, tone, shape appear to it in their germs as specially noticeable, the natural and artificial worlds begin to be clearly discriminated."

The second great principle which Fröbel elaborated far more completely than any of his predecessors, is the doctrine of the need of manual work in any and every course of studies which may be devised for the training of the child. "God," says Fröbel, "created man in His own image; therefore man ought to create and work like God. Our industry makes us like God if our work is accompanied by an idea or thought. Manual work should not be only practiced for the purpose of supplying the body with sustenance. The main object of manual work should be to enable the worker to set before him and outside of him ideas which are within him"—in Fröbel's judgment, the spiritual or the divine dwelling within him. Fröbel's view of the value of manual work in the training of children led him to an opinion about the place of art in education which is peculiarly his own. "The object of all human endeavor is" he says "threefold. (1) The striving after rest, that is, the inner harmony of the thoughts within a man and the circumstances in which he is placed. (2) The striving after knowledge of the world which is outside and around him. (3) The striving to present to himself and others the conceptions and ideas which he has within him." The first of these strivings Fröbel calls religion. The second he calls science, and the third he calls art. Art may be a presentment of the inner by sound, as in music, especially song, a presentment for the sight by color as in painting, or a presentment in space as in modeling. "The feeling for art," says Fröbel, "is a general quality and gift of man and ought to be cherished from the first. The particular child, even though he may have no gifts to become an artist will be, by reason of his art training better able to appreciate the value and meaning of works of art. Art must be treated as a serious school matter and not be left to chance or caprice." Fröbel was much in advance of his age when he insisted on it that no education was complete even in its early stages, unless it helped the child to a recognition of the many-sided activities of man and to perceive and estimate the productions of genuine art.

Mr. Herford's "Student's Fröbel," may be cordially recommended to all those who may desire to understand the secret of Fröbel's extraordinary influence in all lands and the success of his system when properly understood and applied. The book is worth pondering over, for it contains not merely a few practical hints, which most people will find useful, but a conception of what education should be such as in spite of checks and failures most enlightened parents are beginning to desire for their children.

\*The Student's Fröbel adapted from Die Erziehung der Menschheit of F. Fröbel. By WILLIAM H. HERFORD. Part I. Theory of Education, Boston: D. C. Heath & Co., 1894, 112 pp. Price \$ .75, cloth bound.

# The School-Room.

## Arithmetic from the Third to the Eighth Year. IV.

By A. B. GUILFORD.

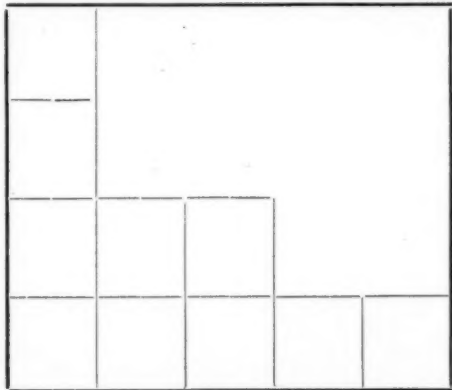
### SURFACE MEASURING.

1. Give the children a clear idea of a surface. Teach them the two kinds of surface, plane and curved. A plane surface is such a one that if a straight line be placed upon it, all points in the line will touch the surface. Have the pupils name and indicate many different plane surfaces that they discover in the class-room, and that they can think of out of the school-room.

2. Use the blackboard. What is it? Enclose a portion of it with an equally curved line, another portion of it with three straight lines, another portion with four lines of equal length placed in such a way as to have all the angles right angles, and another portion enclosed with two equal long lines and two equal short lines, angles all right angles. Gain from the pupils that the line or lines in each case form a boundary for the surface enclosed.

3. Describe the third figure drawn with reference to the number and kind of lines that bound it. It is bounded by four straight lines. How many and what kind of angles does it have? It has four right angles. Find the same true of the fourth figure. Call either of them a rectangle. What is a rectangle? A rectangle is a plane surface bounded by four straight lines and having four right angles. What is the third figure? Why do you call it a rectangle? What is the fourth figure? Why a rectangle? Describe the last two figures with reference to their sides. Gain: A square is a rectangle with four equal sides. An oblong is a rectangle having two equal long sides and two equal short sides. Review the points gained and drop the consideration of the circle and the triangle.

4. We have been measuring lines. What did we use to measure them with? (Other lines.) We are now going to learn to measure surfaces. What shall we use to measure surfaces with? Pupils do not all see. Line out a rectangle on the board twenty inches long and sixteen inches wide. (A.) What have we here? It is a portion of surface that is called a rectangle. Hold up a four-inch square. What is this? It is a portion of surface called a square. Well, this is the measure that I am going to use. Tell me now what I am going to measure and what I am to use to measure it with? (You are going to measure a surface and use another surface as the measure.)



A

And what is the name of that surface that I am going to use as the measure? It is a square. Tell the children that the square is used as the unit of measurement of surfaces. Have them tell you when it is convenient to use a square that is an inch on a side (the square inch), when one that is a foot on each side (a square foot), and when one that is a yard on a side (a square yard). Have them note what size the square is that you are going to use. Tell them why you use such a one rather than a square inch, a square foot or a square yard.

5. Have one of the pupils apply the smaller surface to the larger surface, beginning at the lower left hand corner. Each time that the measure is applied have the amount of surface it covers bounded with lines, as in diagram A. In this way apply the first or bottom row of the measures. How many times have we used the measure? Five times. Is the work done? No. Who can continue? Let another pupil begin the next row. Stop the pupil after the third application of the measure in the second row. This is going to take a long time. I see that John has an

idea. What is it, John? "There will be as many measures used in the second row as in the first."

True. How about the third? "Five in the third also." And the fourth? "Five there, too." How many of the smaller surfaces in the larger surface, then? "Twenty." Now let us measure the same surface with another measure. What shape will the measure be? "A square." This new measure is an inch on a side. What is its name? "A square inch." How many times shall I use the measure to build the first row? "Twenty times." And how many rows of twenty squares will there be? "Sixteen rows of twenty squares in a row." And that will be how many inch squares or square inches altogether? "Three hundred and twenty." Have the pupils measure and picture the measuring of the same rectangle with many different squares. Have them measure many different rectangles with the same measure.

6. Have the pupils notice that when they applied the inch square as the measure to the surface twenty inches long and sixteen inches wide, that the measure was used as many times as the rectangle was long in inches (linear). Note also that as many rows of the squares were used to cover the entire rectangle as the rectangle was inches wide. Gain from them that it is always more convenient to have the dimensions of the rectangle in the same denomination as one of the sides of the measure before they begin the process of measuring the surface. Show them that they can at once then tell how many times the measure will be used in laying off the first row on the surface measured. The number of times that the measure is used in the first row multiplied by the number of rows will give the number of times the measure is used in measuring a given surface.

Pass from the measuring of rectangles to the measuring of rhomboids, first teaching the altitude of the rhomboid. Take the paper rhomboid or rhombus, fold, cut, and arrange into rectangular form before deriving a rule for determining its area. In all this work have the children *see mentally* the surfaces they are at work upon if they have not the figure on board or paper. When number work gets far away from realism with the pupils it ceases to be productive of much benefit. Measurement of the surfaces of triangles and circles follows.

Apply knowledge gained of the measurement of surfaces to the great variety of surface measurements that are common to every day experience in business life.

## The Naming of the Months.

By MARGARET J. CODD.

### JANUARY AND FEBRUARY.

In the time of Romulus the year consisted of ten numbered months, but finding that this did not agree with the solar year and the change of seasons, King Numa added two months, January and February, and gave them the names, which they now bear.

He also changed the order of the months, and instead of beginning the year with March, he decreed that the first month of the Roman year should be January.

Many of our customs as well as the name of this month come to us from that early time.

It was the custom on the calends, or first day of January, to express good wishes and anxious prayers for the safety of friends. Our practice of wishing each other a happy New Year and the custom of making holiday presents no doubt are derived from those early days; and we may imagine, the little boys and girls of Rome ran about crying, "Happy New Year" just as our boys and girls do to-day.

Whether we derive the name Janus from some remote sun-god or refer it to some obscure ruler of early times, it is sufficient for our purpose to say, that January was named from the Roman god Janus.

Numa dedicated to this god a covered gateway and in it placed a statue of Janus. This place, sometimes called a temple, was to be open in times of war but closed in times of peace. During the reign of good King Numa, old books tell us, that this temple was never seen open one day, but continued constantly shut for forty-three years together.

The following little story contains some of the principal particulars in regard to Janus. These may be given to the children in whatever form the teacher finds best suited to her purpose.

### A STORY OF JANUS.

Long, long ago, when the world was young, Janus was king in Italy. The people of his country were rude and ignorant; they had no harvest fields, no fruitful vineyards; they lived from day to day on what they could gather in the fields and by hunting and fishing.

They were a fierce wild people, always at war, and it was hard to govern them. Janus built a small town on the river Tiber and lived there.

One day an old man came to the Court of Janus. He had long straight hair, his feet, were wrapped in woolen bands and he carried a pruning knife in his hand.



## Nature Study. V.

By SARAH L. ARNOLD.

## THE STUDY OF ANIMALS.

The material and opportunity for nature study seems sadly diminished in these winter months. Many teachers abandon the work during the winter, waiting for the spring months with their returning birds and opening buds. But winter has its opportunities as well as summer, and the teacher whose eyes are opened will find abundant opportunity for observation in nature throughout the year.

In a former article, we have suggested lessons on snow, wind, rain, the stars, the sun, the moon, and the varying signs of the seasons. All these should have their place in winter nature study, but added to these should be a course of lessons on animal life.

Little need be said concerning the reasons for introducing such study into the school-room. They are patent to every thoughtful teacher. A careful study of children has convinced us that they are readily interested in living creatures; life and motion arouse questions at once in the mind of the child. Let us take advantage of this truth, and present living creatures for their study. Again, careful observers have decided that the child's chief interest is to discover the uses of objects rather than their structure. The child asks what can the thing do and how can it do it, before he questions what are its parts. Lessons on animals should be so given that these questions form a starting point, beginning where the child is most interested.

Again, the child through observing a living creature and learning its habits, develops a feeling, first of sympathy and desire to care in wise ways for the creature dependent upon him for its life; and further, grows into a reverent spirit as he recognizes the wonderful adaptation of the animal to the life which its Creator designed it to live.

The immediate question which confronts the teacher is, how can I get live animals, and how can I keep them and use them? Is it not too much trouble for the results that can be attained? Will not something else serve as well? No, it is not too much trouble for the teacher who realizes the benefits that arise from acquainting the child with the real thing instead of the picture, or description which stands for it. A class of children were once questioned whether they would not choose the picture of a rabbit to study, rather than a basket of little rabbits which rested upon the teacher's desk. Their answer was immediate and conclusive. What would you, yourself, say? Can the picture of a rabbit nibble a turnip, can it leap about the room, can it drink, can it move its quick and sensitive ears, can it show the action of the sharp teeth, can it go to sleep, can it breathe, can you watch its quivering lip? There is no question as to the relative value of the real thing and the picture for giving the child the first ideas of his animal friends. After the real thing has been studied, the picture is very suggestive, but it is a mistake to place the picture first.

Nor is it a hard thing to keep animals in the school-room. The canary bird adapts himself readily to the school-room environment, and presents to the child all the questions of bird life: A bantam hen, a chicken, a duck, a pigeon or a parrot may be brought in the same way; so may a kitten, squirrel, or rabbit. These latter creatures may be confined in a wooden box, whose sides have been partially removed leaving only the supports at the corners. About this box, wire netting or fencing may be nailed, leaving a complete cage for the animal, yet allowing the children to observe its movements. This cage can be manufactured by any teacher, or it can be neatly made by a carpenter at a slight expense.

In presenting the lesson to the children, begin where the child is interested, and work from that point. "What can the hen do?" is a natural first question, or rather, "What does she do?" "She scratches in the dirt." "Why does she do it?" "She wants to get worms or corn or gravel stones." "With what does she scratch?" "With her feet." "Can you scratch with your feet?" "Could the hen use feet like yours?" "Why not?" "In what ways are the hen's feet fitted for scratching?" Such questions lead the children to examine the feet carefully, and to observe their strength, shape, position of the claws, the tough, horny covering, etc. Similar questions should be asked when the children study the hen's bill. "How does she use it? Why? How is it fitted for such uses? Would not our lips serve as well? Has the hen teeth? How do you know? Can you think why she swallows the gravel stones? Has she ears? How do you know? What is the use of her wings, etc.?" Further questions will lead to a discussion of the habits of the hen. Where does she live? How is she cared for? How does she make her nest? Of what? Where? Are there any wild hens? Do they make nests? Where? How many eggs does a hen lay? How long does she sit upon them? What comes from them? How does it get out? How does the chicken look when first hatched? What does it eat? Can it scratch? Can it run? Can it take care of itself? Can a baby boy or a baby girl take care of itself as well as a baby hen?

These questions are not exhaustive, but they direct the child's thought and stimulate observation and question. After the child has observed, thought and expressed his thought with the object before him, the teacher should review and recapitulate, giving him an opportunity to arrange in good form the thought which he has developed. Now he may observe the appearance of the hen, name and describe the parts, tell all he knows about its habits, and repeat the information which he has gathered from outside sources. The period of review is the time for strengthening the habits of complete and systematic expression. The period of first observation is the time for strengthening the power of accurate observation and thoughtful question.

Similar lessons may be given with the oyster, clam, lobster, crawfish, starfish, which can be readily procured, and which are as well suited to this season as to any other. Fishes in aquariums, and afterwards those which are not living, may be studied. The children in the primary grades should observe animal life far enough to obtain ideas of all the types of common animals. This knowledge is needed not only in practical experience, but in reading, geography, and later in science work. However simple their lessons may be, they should be accurate and given in accordance with scientific principles. The child may not see much, but he should see truly and question reverently.

Stories of animal life and memory gems emphasize the feeling and thought which the lessons develop, and should be associated with the observation of animals. After the children have studied a typical animal, like the cat, their imagination can readily picture its wild cousin, the tiger. The stories of such animals, their homes and habits will convey a truer thought to the child who has rightly studied the familiar representative.

We cannot forbear calling attention to Celia Thaxter's beautiful poem, "The Wounded Curlew," which rightly interpreted, will help to develop in the children the thoughtful sympathy for animal life.

If the teacher has little knowledge of the habits and structure of animals, she must prepare herself by the observation of some animal in which she is interested. That which interests her, will interest the children, and by reference to simple books, she may verify all that she has observed, and so escape the danger of teaching an untruth. Such observation and study coupled with an earnest and reverent spirit, will give to any teacher a beginning of power in this work, and lead to helpful teaching.

## Chalk Talks.

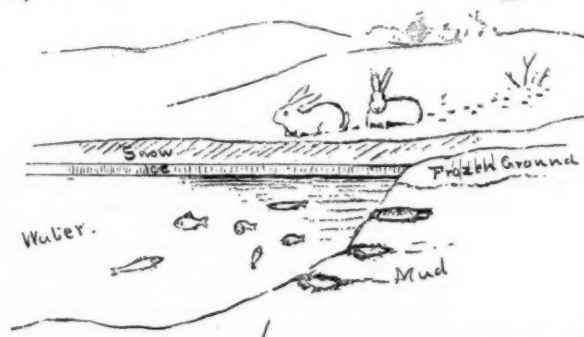
By D. R. AUGSBURG.

## WHERE ANIMALS STAY IN WINTER.

The drawings, Figs. 1, 2, and 3, may be drawn the evening before on the blackboard and concealed by a curtain until needed. A far better way, however, is to draw them on the blackboard before the class as you talk.

To see one draw has an irresistible attraction that rivets the attention at once, and renders the lesson doubly valuable.

Where do you think the frogs stay during the winter when the ground is frozen hard and snow covers the ground? Not only the frogs but the turtles and fishes as well? They must hide somewhere, for they come out early in the spring as lively as ever. Draw ideas from the class as to their whereabouts. (Show Fig. 1.)



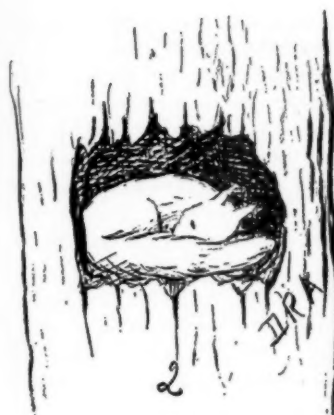
The frogs and the turtles, as soon as cold weather comes, dig into the mud at the bottom of the pond and go to sleep. They sleep so soundly that they do not even breathe, and there they stay all winter and until the warm spring comes again. See them in the mud here as snug as can be.

Not so the fishes. They stay in the water under the ice as happy, though not so lively, as during the summer. If a hole is cut through the ice they may be caught with fish and line the same as during the warm months.

Do the rabbits go to sleep like the frogs and turtles? (Get opinions and reasons.)

No, the rabbits are around all winter. We see their tracks in the snow, and if we go into the wood we may see them running

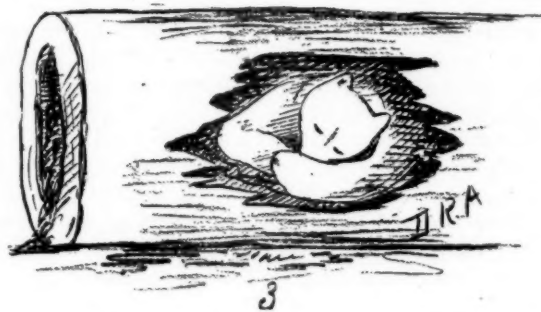




about after food. Their soft, thick fur keeps them warm and they are not afraid of the cold. When it is stormy they stay in their burrow or some cosy nook until the storm is over. Then they come out after something to eat.

Where are the squirrels during the winter? We know that nearly all the birds fly south where it is warmer and food is plenty, but squirrels do not go, for sometimes on nice warm, sunshiny days we see them running about. (Lead children to give their opinions.)

The squirrels, like the frogs and turtles, go to sleep during the long cold days and nights. They usually build a nice warm nest of dried leaves inside some hollow tree where



they curl up and say good bye until it is warm and pleasant again. See here is one (Fig. 2) in this hollow tree. The bark is represented as cut away so as to show just how cosy our little friend is in his winter home.

Old Bruin is another fellow that goes to sleep during the cold winter months. In the fall he is as fat as a pig, but in the spring, after his long sleep, he comes out as poor and thin as can be. See here is the picture of Bruin. (Fig. 3.) He has crawled into a hollow log and stopped up the opening so as to keep out the cold, and has curled up to sleep away the long winter months. You can see where he crawled in at the end of the log. The opening in the side of the log is simply to show you how snug he is in his log cabin.

(Let each pupil write a story about each picture.)

### Insects. III.

By FRANK O. PAYNE.

#### THE DRAGON-FLY.

Children, we have had two insects to study. The beetle with its hard shell-like wings, and the butterfly whose wings are covered with beautiful scales have been in our class-room. Now I am going to show you an insect which is a great friend to boys and girls, but some boys and girls are afraid of it. Can any of you tell me what it is?

"A bee, because it gives honey and stings." No, not this time. This is an insect which goes about always doing good, killing the insects which harm us, but we often say very bad things about him. Here it is. What is it? "A darning needle." "A snake feeder." "A snake spindle." "A dragon-fly."

Yes, it is a dragon-fly. Did you ever hear what mean things people tell of him? "They say that dragon-flies will sew up your ears." Yes, that is what they say, but it is not true. I want you to know and love this beautiful insect, for he does us much good as you shall see.

Only see what a large head he has and what a small neck. Look at his great eyes. Each eye is as large as all the rest of his head. If you look closely you can see that his eyes are like those of the butterfly. They were made, you will remember, of a great many little eyes.

Into how many parts is this insect divided? How does the abdomen compare with the abdomen of the butterfly, the beetle?

How many rings in the abdomen?

What is there at the end of the abdomen? What is the shape of the abdomen? How does it compare in length with the

chest (thorax)? How do the wings differ from those of the butterfly, the beetle?

The wings are like lace or netting. How long is the fore wing? Hind wing? How wide is the fore wing? Hind wing? Draw the insect back view—front view—side view. Draw a fore wing exactly. Notice the beautiful veining of the wings. Examine the legs carefully. Notice the little feet.



Did you ever see dragon-flies different from this one? Yes, some have shorter bodies with brown bands across the wings, and some are much smaller and deep bright blue in color.

**Natural History.**—The eggs are laid in the water where they hatch out into a large larva. The larva feed on wigglers (mosquitoes) and when ready to come out of the water, they split open and escape pretty much the same as the mosquito and the cicada. Then they fly away in search of more mosquitoes. It is claimed that during their entire life, the dragon-flies live on mosquitoes. That is why they are such friends to man, and that is why they like to fly around the water where mosquitoes are to be found.

Did you ever watch a dragon-fly as he flew along? How he darts forward and then pauses in mid air, seeming to be at rest while his gauze wings beat the air at a truly wonderful rate.

**Language.**—I saw a big dragon-fly. The bad boy said he would sew up my ears. The dragon-fly has four wings. The beetle has four wings. The dragon-fly cannot dig in the dirt like a beetle. If he dug he would tear his wings. The butterfly cannot dig. The dirt would scrape the dust scales from her wings. The beetle can dig in the dirt.

The dragon-fly is five inches long. The wings are long and thin. The eyes are big. His neck is like a little string. I should think his head would come off.

There are two green stripes on his chest. His legs are bent. He has three tails. He has nine rings to his abdomen. His abdomen is long like a needle.

**Number.**—1. A dragon-fly ate six mosquitoes for breakfast, five more for dinner, and four more for supper. How many did he eat that day?

2. There are nine rings in the abdomen of a dragon-fly. How many rings in 5 dragon-flies?

3. A dragon-fly's body was two inches longer than its fore wing, and its fore wing was  $2\frac{1}{2}$  inches long. How long was the fly?

4. A dragon-fly flew six rods in two seconds. How far did he go in one minute?

5. How far would he go in five minutes?

6. One eye has 12,500 parts. How many in both eyes?

7. How many more antennae (feelers) has a beetle than a dragon-fly?

8. A butterfly lent one of her feelers to a dragon-fly. How many feelers had she left?

**In General.**—So far we have had representatives from three great families of insects, the shell-winged (beetles), scaly-winged (butterflies), and the net-winged (dragon-fly). Children ought to be able to identify members of these three families at sight.

If the teacher, acting on the suggestion of last summer, has collected material, she now has a supply on which to draw for the winter work.

An intelligent farmer living in Des Moines county has invented a henophone, modeled on the principle of the telephone by which one reliable old hen, occupying a central office in the henery, sits on all the nests in the establishment leaving the other fowls free to lay, scratch, and cackle. As fast as a new nest contains the full complement of eggs, it is connected with the central office by a copper wire, and the business is settled. The only trouble with the machine is that it hatches so hard it hatches out the porcelain nest eggs along with the others, so that one chick in every nest is born with glass eyes, and the farmer has to buy and train a dog to lead it around. This makes it expensive.—*Burlington Hawk-eye.*

## Editorial Notes.

In wishing the reader a "Happy and prospering New Year" we do not know of any way this can better be reached than by teaching from the standpoint set up by this paper. The happy year is not to come through the the bigger salary, the higher place, or the company of more refined pupils; all these things are of the nature of the merchandise in the stores. What you make your aim will determine your happiness. After all that has been done to show how the world's happiness may be increased we fall back on the dying words of Walter Scott to Lockhart: "Be good." Yes, to reach happiness in that school-room, O teacher, make goodness the aim.

Let there be peace on earth, was the Christmas greeting in Judea. But this did not mean sluggish rest; Christianity has brought unrest, certainly. The "peace" meant was the satisfaction that comes from aiming at the highest. Is this the "peace" that reigns in your school-rooms, good friends? This you are to aim at through all the conflicts, the opposition, the frowns, the dislikes, the untoward circumstances in which you are placed. Then no matter what percentage the examiner may give you, you can say to yourself, "Well done." And you must be able to say this.

It is said that a Dutch farmer in the Mohawk valley used this prayer: "The Lord bless me and my wife, my son John and his wife, Amen!" His hired man used to add *sotto voce*, "Us four, no more." In the *Missouri School Journal* is this imitation of the Dutchman's prayer: "The question often asked but never answered is, why do so many school boards in southeast Missouri ignore home talent and import teachers from other states to fill many of the best positions in that section of the state? Can any one give a satisfactory reason therefor?"

Now down East here they have no such narrow ideas. If an extraordinary Western teacher is heard of he is called East; President De Garmo, of Swarthmore college, came from Illinois; Supt. Curtis, of New Haven, from Minnesota; Prof. Patten, of the University of Pennsylvania, from Iowa; Supt. Tarbell, of Providence, from Michigan; President MacAlister, of Drexel Institute at Philadelphia, and Supt. Groszmann, of the Workingman's School of New York city, from Wisconsin; Prin. Frank McMurry, of the Franklin school at Buffalo, from Illinois.

These are only a few names which are recalled at this moment. There was a time when Missouri had to get all her teachers from the East. The East did not reciprocate because it did not want to decrease the number of white settlers and had no use for the wild Indians. The East is old and the West new. That explains why there are more Easterners among the Missouri teachers than there are Missourians among the Eastern teachers. The school boards who make appointments from other states act probably on the conviction that only the best teachers are good enough for their schools, no matter where they are born.

THE JOURNAL may lift up a banner, but that will not fight the battle. The eloquent words of those who have written for its pages have done a work that cannot be measured. With earnest thanks to all these they are invited to continue to write; in fact, the veriest beginning has but been made. Let every teacher who feels he stands on an eminence and sees clearer than we in the plain, write down his discoveries. "Let us hear from the masthead" were the words of a famous circumnavigator.

There is no objection to a subscriber sending us other subscribers—not the least. Let the reader bring the paper to the notice of his school officials. We may say something to make the ears of said official tingle, but that is essential. Renew your subscription promptly; the paper will be an indispensable one for the advancing teacher.

Few teachers but have felt the pressure of the iron collar that is hung on their necks. What can we do! they helplessly exclaim. Into this educational Slough of Despond THE JOURNAL has cast tons of good advice and now proposes some more—of the same sort. 1. The teachers of a county should form an association, call it a union if you will, and admit members (a) who are duly licensed in the county; (b) those who bring proper credentials from out of the county as well as licenses upon paying the fees. Committees should be appointed. Especially a committee to investigate on request of a member all unjust action of school boards. The association should lay by money to defray the expenses of a lawyer and for printing. If a teacher is wrongfully treated they should say so and publish it to the world. 2. The members should elect certain delegates (in the ratio, say 1 in 100) to attend the state association and pay their expenses; allowing other members to attend if they desire. 3. The state association should aim to elect one or more members on a state board of education.

In other words, the teachers should become a power in the country. But they will prefer to think of a heaven to which they may be carried on beds of ease.

The many repetitions of the remark "THE JOURNAL is indispensable to me," inclines the editors to believe that it does possess elements that make it a power to the teacher who aims at high teaching. We think unceasingly of our subscribers' needs and not of the shekels they send in. As the teacher thinks of his pupils when he is away from the school-room so we think of the readers of these pages. We desire that they should one and all do a work that shall cause appreciative observers to rise up and call them blessed.

"Considering the few years it embraces, education alone cannot lead man to the perfection of which he is capable; all one's life would fail to do that; it can only dispose us to seek for it—enable us to labor of our own accord towards that end; and if it does this it accomplishes the supreme duty of education—that universal and necessary aim, with which no special object can entitle us to dispense."

—EDUCATIONAL FOUNDATIONS for December.

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## Department of Superintendence.

The meeting of the department of superintendence of the N. E. A., will be held at Cleveland, Ohio, February 19-21. Preliminary announcements promise a rich program. There will be four papers on "How to Test the Quality of a Teacher's Work," by Supt. W. C. Warfield, of Covington, Ky.; Assistant Supt. H. M. Leipziger, of New York City; Supt. George W. Peckham, of Milwaukee, Wis.; Supt. Aaron Gove, of Denver, Colo. Discussions by Supt. Charles W. Cole, of Albany, N. Y.; Supt. Frank D. Cooper, of Des Moines, Iowa; and Supt. W. W. Chalmers, of Grand Rapids, Mich.

Report of Committee of Fifteen on "The Training of Teachers," by Supt. H. S. Tarbell, of Providence, R. I. Discussion by Pres. W. H. Payne, of the University of Nashville, Tenn., and Supt. C. M. Jordan, of Minneapolis, Minn.

Miss Sarah L. Arnold, of Minneapolis, Minn., will speak on "Recent Improvements in Primary Work;" Supt. Orville T. Bright, of Cook Co., Ill., on "Changes, Wise and Unwise, in Grammar and High Schools."

The report of the Committee of Fifteen on "The Correlation of Studies" will be presented by U. S. Commissioner William T. Harris, and discussed by Dr. Frank McMurry, of Buffalo, N. Y., Col. Francis W. Parker, and President Charles DeGarmo, of Swarthmore college, Pa.

"Powers and Duties of State Superintendents," will be the subject of an address by State Supt. N. C. Schaeffer, of Pennsylvania. The discussion will be led by State Supt. J. R. Preston, of Mississippi; State Commissioner O. T. Corson, of Ohio, and Professor D. L. Kiehle, of the University of Minnesota.

"History Teaching in Schools, with Reference to the Report of the Committee of Ten," will be presented by Professor B. A. Hinsdale, of the University of Michigan; and the part of the report of the Committee of Fifteen relating to "The Organization of City School Systems," by President Andrew S. Draper, of the University of Illinois. The latter subject will be discussed by Dr. E. E. White; Professor Albert Bushnell Hart, of Harvard university; and Supt. A. P. Marble, of Omaha, Neb.

Supt. P. W. Search, of Los Angeles, Cal., will speak on "Individualism in Mass Education." This will be discussed by Supt. L. H. Jones, of Cleveland, O.; Inspector James L. Hughes, of Toronto, Canada, and Prin. Richard G. Boone, of the State Normal school of Ypsilanti, Mich.

Information relating to railroad arrangements may be obtained by addressing one of the following officers of the department: Supt. Wm. H. Maxwell, Brooklyn, N. Y., president; State Commissioner O. T. Corson, Columbus, O., first vice-president; Supt. William F. Fox, Richmond, O., second vice-president; State Supt. James L. Carlisle, Austin, Texas, secretary.

## New York.

The new compulsory education law which goes into effect on January 1 is very strict in its provisions and provides penalties for school authorities neglecting to enforce it. State Supt. Crooker, in a recently issued circular of instructions, commands that its intent should be slowly but deliberately prosecuted. The following summary of its provisions is given:

1. The compulsory education law is obligatory upon and its enforcement required by the school authorities in every city, union free school district, common school district, and school districts created by special law within the state.
2. Children between 8 and 16 years of age, in proper mental and physical condition, are required to attend upon instruction as in said law stated.
3. The teachers in said schools are required to keep a record of attendance of such children.
4. The persons in parental relations are required to cause such children to attend upon instruction, and in violation of the provisions of the law in that regard are liable to a misdemeanor, punishable by a fine or fine and imprisonment.
5. Any persons, firm or corporation employing any child or children contrary to the provisions of the law is liable for the payment of the penalties provided for by the law.
6. School authorities of each city and every school district shall appoint one or more attendance officers in said city or district, fix their compensation, prescribe their duties, and make rules and regulations for the performance thereof, and the superintendent of schools in each city or union free school district shall supervise the enforcement of the law.
7. Trustees of common school districts can appoint attendance officers, and the enforcement of the law in their respective districts would seem to devolve upon the trustees of the districts.
8. Truant schools may be established by the school authorities of the city, union or free school, as specifically stated, and in a city or district not having a truant school, the school authorities may contract with the city or district that has such truant school.
9. Trustees of common school districts are not authorized to establish truant schools, but may contract with the union or free school district in such school districts.
10. The superintendent of public instruction may appoint an assistant whose duty it shall be to investigate and report the extent to which the law has been complied with throughout the state.
11. When, in the judgment of the superintendent of public instruction, any city or school district has wilfully omitted or refused to enforce the provisions of the law, he may withhold one-half the public moneys from said city or school district, and upon compliance with the law may pay over moneys so collected.



Mrs. A. J. Peavy.

Mrs. A. J. Peavy, the newly elected state superintendent of Colorado, was born in Westminster, Mass. At the age of sixteen she removed to Racine, Wis., where her education was finished. After leaving school she spent ten years in teaching in Michigan and Wisconsin, serving as principal of two different schools. In 1861 she married, but her husband joined the army and died during the first year of the war as a result from exposure in the service. Mrs. Peavy then resumed her teaching, leaving it to go into business. She owned and managed a book store in Racine for eight years, then turned her attention to newspaper work.

Twelve years ago she became a resident of Denver. She at once interested herself in the literary clubs, and became an earnest worker in the cause of temperance and in all the city charities. She did not seek the office of state superintendent of public instruction, but her executive ability manifest in the organization of the women of the Republican party attracted the attention of the leaders of the party, and she was urged to accept the nomination.

Mrs. Peavy is an unusually self-poised woman of great strength of character. She is not quick to form her opinions, though when once formed she acts upon them without hesitation. Her friends believe that she will prove that women can fill some official positions quite as satisfactorily as men, and all who know her record are assured that she brings to her second office ability of the highest order.

In his annual report, Supt. W. R. Prentice, of Hornellsville, N. Y., recommends that a visiting day and hour be appointed, when all schools shall be free to visitors, and the work of every pupil, present or absent, be on exhibition.

The report of the proceedings of the Manual Training Teachers' Association of America, at the meeting held at Drexel Institute, Philadelphia, Pa., last July, will be ready soon. Secretary Geo. Robbins, of Frankfort, Ky., writes that as only a limited number of copies will be printed, those desiring the report should send their names and addresses soon. Any one interested in manual training may become a member of the M. T. T. A.

The interest aroused by Dr. J. M. Rice's lectures on "Scientific Teaching" and "How to Acquire the Art of Teaching," is bearing good fruit. Many superintendents and principals of schools have sent letters highly commending the work. Among them is one from Supt. J. M. Greenwood, of Kansas City, Mo., who says in substance:

"Dr. J. M. Rice recently delivered his lecture on 'How to Acquire the Art of Teaching' before four hundred teachers in this city. His lecture on 'Scientific Teaching,' given in this city last spring, had already prepared our teachers for something good, but his second effort far surpassed the expectations of the most sanguine and enthusiastic.

"Were it in my power I would have him deliver both lectures in every normal and training school in the United States. I speak advisedly when I say there is not a corps of teachers connected with any city system of schools that would not be improved in teaching power one hundred per cent. if his exposition of methods were listened to, assimilated, and put into effective and intelligent operation.

"The time has passed for glorifying education. We want to know how to educate and how to teach. Dr. Rice's work in this direction is pre-eminently constructive and creative. It is my sincere wish that he may go onward in the grand work till his spirit shall permeate every school-room in our land."



### Boston Schools Fifty Years Ago.

The Boston *Globe* some weeks ago printed a very interesting interview with Mr. Robert E. Swan, master of the Winthrop school of that city. Mr. Swan is the oldest teacher in point of service now engaged in the Boston schools. More than fifty years of his life were spent in teaching, either in Charleston or Boston proper. He has been master of the Winthrop school since 1856. He has been prominent in all progressive movements, aiming at the improvement of public school work. It was mainly through his initiative, for instance, that sewing and cooking were introduced in the Boston schools.

In 1865 the *Globe* says, when Mrs. Hemenway was giving time and money for the trial of experiments for the industrial training of the Boston school children. Mr. Swan offered to furnish a class of girls to be instructed in advanced needlework. Accordingly a dressmaker and seamstress were sent to his school once a week, with such successful results, that in 1873 a teacher was appointed to give her whole time to the work. Sewing was not only extended to all classes of the Winthrop school, but taken up in other schools, and in 1876 the legislature passed an act providing for compulsory sewing teaching in the fourth, fifth, and sixth classes in the girls' grammar schools, and for optical instruction in the other classes.

Again, in 1880, when Hon. Alpheus Hardy, furnished money for the trial of cooking instructions in the schools, Mr. Swan came forward with another class of girls to be the pioneer pupils. Cooking has since been so successfully taught that it is now a regular part of the second year girls' grammar school work.

When asked by the *Globe* to give some reminiscences of the Boston schools of fifty years ago, Mr. Swan said in part:

"Fifty years ago there were two masters in each school, one for the grammar department, and another for the writing and arithmetic. It was necessary that a man should be a college graduate to be eligible to the higher position. The scholars changed from room to room, spending the mornings of one week and the afternoons of the next with each master alternately. Women as teachers were few in number, except in the primary schools, the first appointments having been made in 1830.

"Primary schools were entirely independent of the others. Men desiring to serve in their management sent their names to the school board for confirmation. Each room contained a separate school, and the children were promoted to the grammar grade by sanction of the committee in charge.

"To give you an idea how grammar schools were arranged and managed then, I can tell you of the old Mayhew school. The building was two stories in height, and contained two large rooms, in each of which were accommodations for about two hundred boys. The principal at one end, an usher at the other, and two female assistants between them comprised the teaching force in a department. Each assistant withdrew half of her class at a time to a recitation room, leaving three classes in the large hall. There was considerable confusion at all times, as you may easily imagine; but the hubbub of dark afternoons in winter (for the sessions were three hours long) cannot readily be conceived.

"It is hardly necessary to say that the rod was considered an important factor in the school apparatus; and as there was no central bureau for supplies, the teachers furnished the implement, demonstrated its use, and witnessed its effects upon numerous subjects. And still corporal punishment is not prominent in my recollection; pleasanter methods with better results rise before me. The severity of punishments inflicted by the masters of those days should be judged by the time in which they taught and the sentiment of the community.

"Fifty years ago it was an established custom with the principal to suspend all lessons whenever the temperature was 90°, and at the same time he would dispatch one boy with the water pail to purchase molasses, another for ginger, and a third for ice. I can see now some of the principals of those days with their sleeves rolled up, preparing the beverage on the platform, while 200 boys gazed in eager anticipation upon every movement. The boys never objected to an unusually high temperature. They always kept a sharp lookout for molasses and water. This appeal to the appetite can hardly be classed as moral suasion, but I am sure it had a moral effect on the boys that was lasting.

"There were no truant officers. There were so few truants that in extreme cases the masters officiated in that capacity. I remember very well the now venerable Prof. Tweed going from the Bunker Hill school in Charlestown to a wharf in Boston for a truant, and returning with him, too.

"The English high school was then on Pinckney street, and the Latin school was on School street. There was no high school for girls until 1852, when the normal, as it was then called, was established.

"The changes in methods of teaching are very marked. The introduction of written examinations generally has been a change, and an important one. There have been many other changes gradually introduced, but it would take too long to speak of them.

"It was customary in Charlestown, when I taught there, to 'try' a new teacher or master, and he was obliged to sustain his authority by brute force until it was decided what manner of man he was. His supremacy once established there were no pleasanter pupils to deal with.

"The first superintendent of schools for Boston was elected in 1852 or 1853, and Nathan Bishop, of Providence, was the man. Superintendents since have been Dr. Eliot, and the present superintendent, Mr. Seaver.

"The salaries for teachers then were not so high as they are now. An usher's salary was \$600; masters had from \$1,200 to \$1,500, and for the highest grade of female teachers the salary was \$500. In the high and Latin schools the masters received \$2,500, and the salary of the first superintendent of schools was also \$2,500."

Mr. Swan, though seventy-three years of age, is hale and hearty, and is daily at the post which long service has made dear to his heart.



WESTERN NORMAL COLLEGE, LINCOLN, NEB.—WM. M. CROAN, Principal.

El Paso county has 58 teachers; state diplomas 8, first grade, 38; second, 33; third, 12. Suppose this to be the case with all counties and consider the matter. If the total were 100 the percentage would be 9, 43, 37, and 13. The percentage appears small here for the third grades—but who knows what Supt. Finch's standard is? The viciousness, weakness, and incompetency of the system of having the various county superintendents do the examining is so great that it leads one to say, Oh, Lord, how long!

The National Union of teachers, England, gathered in, according to the treasurer, from Oct. 29 to Dec. 3, '94, about \$20,000; they spent this to influence Parliament and for lawyers to defend teachers who are turned out, and for salaries.

All England is divided into parishes, and every parish must have a parish church. Early in December parish counselors were chosen by show of hands, and it appears that in many cases teachers were chosen, a great innovation. At one place the headmaster was a candidate, and one member said he should be sorry a teacher should assume such a position if it would interfere with his duties. A clergyman member said they could insist he should never leave the school to attend meetings. Another member asked if a teacher could serve the board and serve the parish council. A resolution was passed that it was undesirable the teacher should be a member of the parish council.

In Welney a master was chosen chairman of the parish council; the rector stood up behind him and insisted on addressing the meeting, but the members supported the chairman in insisting that the visitor take his seat and not interrupt the meeting. The next day the Rev. E. Russell Wilford, the rector, wrote the master he must seek another appointment! Also that he must no longer read the lessons or play the harmonica! All this shows that the teacher is regarded in England as a useful animal that must learn to know his place. It is also true in America; why be squeamish about saying it?

### New York City.

The success of the Werner Company in the school book publishing field is most remarkable indeed. They entered it only a short time ago and have already won a high position among their competitors. It is announced that in consequence of the extraordinary growth of "The Werner Educational Series," a new location and greatly enlarged quarters have been found necessary for their Eastern educational department. Hereafter they will be found at their new home 5 and 7 East Sixteenth street (between Broadway and Fifth avenue), and a warm invitation is extended to their friends to call. This company intends to bring out in due time a full list of new books for schools and colleges. With standard publications, experienced management, and splendid factory facilities, the Werner Company is splendidly equipped for the career upon which it has entered. We wish them success!



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THE GREAT QUESTIONS OF EDUCATION WILL BE DISCUSSED. During 1894 *The Atlantic* gave the teachers of the country an opportunity to read a series of articles unrivaled in interest and value. Some of the features were the following:

**THE TRANSMISSION OF LEARNING THROUGH THE UNIVERSITY.** By Prof. N. S. SHALER, of Harvard Univer,

**THE EDUCATIONAL LAW OF READING AND WRITING.** By HORACE E. SCUDDER, Editor of the *Atlantic*.

**THE REFORM OF SECONDARY EDUCATION IN THE UNITED STATES.** By NICHOLAS MURRAY BUTLER, of Columbia College.

This list shows very forcibly the value of *The Atlantic* to all teachers and all others interested in Education. During 1895 a series of equal, if not greater value will be printed.

#### Contemporaneous European Affairs.

One, which will be fairly representative of the series, will be France, by Prof. A. Cohn, of Columbia College.

#### Political History.

Under this head will appear such papers as Dr. Frederic Bancroft's discussion of Seward's Attitude toward Compromise and Secession. Further contributions are expected from Dr. Bancroft, Eben Greenough Scott, and others.

#### American Political and Industrial Questions.

Henry C. Merwin contributed two upon Tammany Hall in 1894. Following these, comes one by John H. Denison upon the Survival of the American Type, in which is considered the problem which lies behind the A. P. A.

**THE ETHICAL PROBLEM OF THE PUBLIC SCHOOLS** By President W. F. SLOCUM, Jr., of the University of Colorado.

**THE SCOPE OF THE NORMAL SCHOOL.** By Professor M. V. O'SHEA, of the Minnesota State Normal School.

**THE COLLEGE GRADUATE AND PUBLIC LIFE.** By THEODORE ROOSEVELT.

**THE ACADEMIC TREATMENT OF ENGLISH.** By HORACE E. SCUDDER.

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## Correspondence.

### Magic Squares.

As an answer to a correspondent who recently asked for a rule for arranging the numbers from one to the square of any odd number as 9, the square of 3, and 25, 49, 81, squares of 5, 7, and 9, and so on; so that the sums of all the columns, the horizontal lines, and the diagonals of the square shall be the same, I respectfully submit the following. "Magic Squares" of an even number of places are not so easily arranged. I know no rule for that. Benjamin Franklin was an expert at forming them, but how he did it no fellow that I know has been able to find out.

Rule: Construct your square of 9, 25, 49, or 81 places, or a greater number if you wish, as 625, but it must be a square of an odd number.

Then write the numbers in order beginning with 1, in the middle space of the top row, and 2 in the lower space of the next column to the right. Then diagonally upward and to the right as far as you can go. Whenever this brings you to the last or right hand column and you can go no further in that direction, write the next number in the left hand column and one

30	39	48	1	10	19	28
38	47	7	9	18	27	29
46	6	8	17	26	35	37
5	14	16	25	34	36	45
13	15	24	33	42	44	4
21	23	32	41	43	3	12
22	31	40	49	2	11	20

row higher. Then go on diagonally upward and to the right as before. Whenever you come to a square that is filled write the next number directly under the last one entered, and follow that diagonal. Whenever this order brings you to the top row drop, as you did for 2, to the bottom row, and one space to the right. It may happen that you strike the upper right hand corner. You can then neither drop to the lower row one column to the right, nor go one row higher in the left hand column. In that case just do as directed when you come to a space already filled, drop one space for the next number, and then go over to the left hand column in the row above. The last number will always come in the bottom space of the middle column.

Remember that, whenever you right a number in the upper row, the next must come in the lower or bottom row and one space to the right, and when you write a number in the right hand column, the next must go in the left hand column and one space higher. Should you strike both the upper row and the right column at once, just drop one space in the right column, and then go over to the left. The regular movement is upward to the right, and remember to drop one space if your course is interrupted by a space already filled.

W. H. THOMPSON.

A timely subject to engage the attention of our educators to-day is that of a more uniform system of grading, and a similar course of study in the public schools of different towns and cities. The benefit of such a course to those children who are not so fortunate as to continue or complete the course in the school in which their education was begun, cannot be overestimated.

Circumstances make it necessary for a man to remove with his family to a neighboring town—often an adjoining town or city. Should the children of this family feel the disadvantage of a change of schools?

On being admitted to a new school a pupil will not, as a rule, be allowed to enter the grade for which he has elsewhere been fitted, but will be placed in a lower grade, and so lose, we may say, a year's time. If a child has satisfactorily completed six years' of school work and is then sent to school in another town, should he not, under ordinary circumstances, be allowed to enter upon the seventh year's work? Is it not detrimental to the average child to require him to repeat the sixth year's work? Yet how often is this found necessary under our present system of grading. A child whose parents can allow him only a limited education, can ill afford to repeat and so lose a year of work in the school-room. The standard of our schools must be kept up, but our first consideration is the welfare of the child.

GEORGIE F. DRAKE.

Boston, Mass.

Educational ideals must develop to a common standard and that a much higher one than at present prevails, before our correspondent's proposition can become a safe one. At present the aims and methods of education are lower in the large cities than in the smaller towns, and the cities would decide the common grading. The change in some places would be a very sad one. Studies are introduced sooner or later in a course according to the conception of education as mechanical or artistic work, as based upon the logical arrangement of subject matter and the "presumption of brains" or upon child study and the adaptation of the teacher of the universe to the child's needs. Large cities have neither time nor patience for the best educational work and we cannot afford to have all American schooling reduced to their standards.

The misfortune of going back a year in a few of his studies is not so great to the child as it appears superficially. In the

very studies retarded he is likely to gain more thoroughness in listening to a rather different presentation from that to which he has been accustomed, and he at the same time absorbs much from the change of school conditions and other novelties in his environment. A transplanting from city to country or from country to city life gives the child a new study in sociology, replete with questions, comparisons, corrections, and confirmations. It rouses activity of mind much more successfully than the poorer schools succeed in doing.

I suggest that in estimating children's interest in stories as shown in THE JOURNAL of Oct. 20, three things about the child should be taken into consideration besides age, the only difference considered in that method. These three hereditary elements are (1) Organic quality which may be (a) strong or weak, (b) delicate or coarse, (c) responsive or sluggish. (2) Temperament, which may be physiologically (a) motive, (b) vital, or (c) mental and pathologically (a) bilious, (b) sanguine, or (c) lymphatic. Every child will be made up temperamentally of these six elements of temperament, combined in varied ratios. (3) Regional cerebral development, which may be predominant in any one or more of the following regions, (a) lower anterior, (b) upper anterior, (c) lower temporal, (d) upper temporal, (e) lower parietal, (f) upper parietal, (g) lower occipital, (h) upper occipital, (i) frontal top, (j) back top. The scientific paidologist will not only take into account these three hereditary elements of child psychology, but also the environment. From the study of children the teacher must progress to the study of the child.

G. T. HOWERTON.

Luka, Miss.

THE JOURNAL came to our board monthly having special matter relating to schools, and it has been subscribed for. There is one matter on which we are divided. There are about fifty high school pupils, thirty of them girls. The course of study is classic; the principal is a college man, and he devotes most of his time to three or four boys, who are preparing for college—it is not certain they will go to college. I claim that the course should be mainly a "business one." It is thought to look well to have a class study Greek, but I think the interests of the forty-five should be the main object. A college graduate in the board is the cause of what I deem a misuse of the school money. Is this the plan all over the country?

A. B. C.

It used to be the plan, but has in general had to give way. In a school like yours the instruction of a few boys in Latin and Greek should be a side issue. A general course should be selected which the majority will take, both boys and girls—it might be termed an English course, though it would have mathematics and physics, then bookkeeping, typewriting, and stenography would be taken by some, laboratory work by others, and Latin by others; Greek might in your school be let alone; those who wanted to go to college could study it there. The whole force of that principal should not be turned on a class of three or four. For most high schools young women are to be found who can instruct in Latin and Greek at a moderate salary. You must agitate the matter. Don't let the forty-five be neglected; they have claims and rights.

In this high school there is a literary society which meets weekly for debates, essays, etc. It has a public session once a month. At the last there was a debate on Resolved that a tariff is needful to a nation's prosperity. At the close a gentleman arose and made a long speech, declaring that silver money was essential, more essential than a tariff. The young men discussed this the next day, and there seems to be a confusion of ideas as to the causes of prosperity. Is there any relation between prosperity and silver money?

P. G. R.

Brentwood.

Prosperity comes from the relation between product and consumption; some medium must represent value; paper will answer if redeemable in a metal that may be sold in the world's financial markets. There is no inherent quality in silver that causes a nation to be prosperous. This country has wagon loads of silver lying in the treasury vaults at Washington. Why is it not prosperous?

The farmers produced more wheat and cotton than could be consumed. Heretofore, England has been our consumer of these. Now India and Argentina are producing wheat, and so the English markets are in a measure refusing our wheat. This makes the farmer (the chief buyer) unable to consume the products of the manufacturer, and so mills are standing idle and all kinds of laborers are unable to find work. This state of things will go on until the farmer can raise enough to pay what he now owes and has money to buy more.

The talk about silver being the means of prosperity is made by people who don't understand it. A currency of some kind is necessary to effect exchanges. Our currency is not well balanced; we need a currency commission composed of the ablest financiers to devise a good system; our Congress is not qualified.

Would you read this 143.68 thus one hundred forty-three and sixty-eight hundredths, omitting the "and" after one hundred? This was claimed to be correct by our institute conductor this summer, but the county superintendent says put in "ands" where they are needed. Which is correct?

F. L. P.

Walkers Mills.

If you were speaking of paying \$143, you would say: "I paid one hundred and forty-three dollars;" but in reading mixed numbers to pupils, in order to make things clear, you tell them you will only use "and" when the whole number has been read. The omission of "and" is therefore a device used for the sake of clearness.



At one of the lectures at Chautauqua it was said that our sense perceptions and the images in memory that renew them depend for their existence upon the functioning of the organs of sense and movements or operations in a nervous system: in other words that it was a mechanical affair. If this is so, when the mechanical apparatus is destroyed by death, there can be no consciousness and memory of the death: that is there is no immortality. A.

Possibly you do not rightly conceive of immortality. The ancient idea of immortality is that the individual in the next stage is what he was here with all the experiences of the body. The Indians could only conceive of that state as a repetition of the present one. That another state exists seems a philosophic necessity. Prof. Wundt says: "When we turn away from the idea of immortality belonging to a bygone mythology and return to its true philosophic foundation, empirical psychology has nothing to urge against it. For the mental development of the individual is a necessary constituent of the development of the collective mind of mankind and points to something lying beyond it."

1. Was the importation of blacks begun in this country after the repeal of the Missouri Compromise? 2. And was the Compromise really repealed? A. S.

1. Yes. There were many Southern states men that always held the Missouri Compromise to be unconstitutional; and to the next stage, that the constitution had no right to prohibit or meddle with the slave question, was but a short step. But the Dred Scott decision was what re-opened the importation of blacks. In 1857 the United States Supreme Court decided that the Missouri Compromise was unconstitutional and therefore null and void from the start and that a slave owner could migrate to any point and take his negroes with him just as he could his horse. Fiske's History, p 347, says, "In 1857 the illegal traffic was resumed and African slaves were brought into our Southern ports with scarcely any attempt at concealment. President Buchanan connived at this slave-trade and it went on growing in dimensions until it was stopped by the Civil War." In the *Century* magazine is a thrilling account of the capture of a ship with 700 blacks on board, in the year 1860. 2. No. In 1854 Stephen A. Douglas brought in a bill for organizing the two territories of Kansas and Nebraska, on the principle of "squatter sovereignty," that is, allowing the people to say whether slavery should exist or not; it was the principle of local option applied to slavery. The passing of this bill into a law in effect repealed the compromise. The Dred Scott decision declared the compromise unconstitutional and thus there was no need of a formal repeal of it. These two acts drew together the anti-slavery men, Democrats, Whigs, and Free-Soilers, under the name of Anti-Nebraska Party, and in the election of 1856 it had 122 electoral votes; the slavery party having 174. Then a split occurred in the latter, a part headed by Douglas, the man who had started this reckless movement; he debated with Lincoln in 1858; in 1860 the election gave Breckinridge (Southern slavery) 72, Douglas (Northern slavery) 12, Bell (Southern Whigs mainly) 39, Lincoln (anti-slavery) 180. The Civil War ensued as a result of disturbing the Missouri Compromise.

## New Books.

When the pupil leaves school to engage in business he should not be a slave to the pencil, as he is very likely to be if his work in arithmetic has been wholly written. A judicious combination of oral and written work will best fit him for the rapid and accurate arithmetical operations needed in business. *The Werner Mental Arithmetic*, by Albert N. Raub, president of Delaware college, is designed to meet the ideas of those who believe that oral and written arithmetic should be taught in conjunction, the mental or oral arithmetic being made to serve the purpose of developing the principles of the science by a class of problems simpler than are found in written arithmetic. Mere puzzle problems have been discarded, and efforts have been made to develop the principles of the science in harmony with the order and methods found in works on arithmetic when the oral and written processes are both used. The progressiveness of the work and its practicalness make the book especially helpful in teaching arithmetic. (The Werner Co., Chicago and New York.)

In *The Boys' Revolt* James Otis relates the history of the strike among the bootblacks of New York, and incidentally satirizes the methods of the labor unions. The boys form a union, choose a "Boss Shiner" and a "Walker" and go on strike for ten cents a shine instead of five. All the Italians are driven from their precincts and if a boy dares to shine for less than ten cents he is either severely beaten or his box destroyed. But the boys find out that the "Boss Shiner" and "Walker" are squandering the funds paid in to them while the other members are starving, and they revolt; in the end the union falls to pieces. The bootblacks found out in a brief time what older workmen are so long in learning, that the money they pay in is often not used as honestly as it might be; in other words, that the industrious help support lazy mischief makers, and that it is tyranny to prevent a person from earning an honest living. These points are brought out admirably in this story. (Estes & Lauriat, Boston.)

Many childish eyes will sparkle with delight over the pages of that beautiful artistic book *Children of Colonial Days*. The publishers have spared neither pains nor expense to make this book attractive, both in the exterior and the interior. The pages are large—10 x 12 inches—and adorned by numerous full-page colored plates after paintings in water colors by E. Percy Moran. There are also decorative borders and other designs, together with new stories and verses, by Elizabeth S. Tucker. The latter describes the occupations and amusements of childhood in the days when King George was sovereign. Our great great grandmothers and grandfathers played the harpsichord, danced the minuet, played battledore and shuttlecock, spun, and filled in their time in various other ways. All these are beautifully described and illustrated. The covers are finely tinted and ornamented with colored pictures. (Frederick A. Stokes Co., New York. \$2.50.)

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A concise and well arranged presentation of *Business Forms, Customs, and Accounts* is found in a book by Seymour Eaton, Drexel institute, Philadelphia. The matter is in the form of lessons for schools and colleges, but that does not prevent its being used as a hand-book by any one who wishes to be well informed in such matters. The principles of double entry bookkeeping are taught, but written journalizing is omitted because it is of very little use in the modern counting-room. The lesson notes, exercises, and questions, are so planned as to encourage original effort. The exercises are practical and largely drawn from actual transactions. The questions are worded so that the pupil must bestow thought upon them. In class-room work it will prove an excellent help for teacher and pupil. (American Book Co., New York, Cincinnati, and Chicago. 50 cents.)

It has been found that a good method is just as good for the teacher in Sunday-school teaching as in any other kind; hence the application of kindergarten ideas to Sunday-school work. Mary J. Chisholm Foster in *The Kindergarten and the Church* shows how this may be accomplished. The first public utterance of the ideas here expressed was before a convention of Sunday-school workers in Lowell, Mass., in 1882; since that time the importance and magnitude of the work have become more and more apparent, and to give the ideas a wider range the book was prepared. In Part I. she tells first what the kindergarten is, and gives its history and its relation to the church, then she describes the kindergarten of the church and traces the relation of the church to the family and the individual. In Part II. under "Practice" she treats of inspiration, consecration, work and play, and results. Primary Sunday-school workers will find it a very helpful book. (Hunt & Eaton, New York. \$1.00.)

The young people will have no reason to complain of the dullness of history if it is presented as attractively as in *Stories of English History, from Julius Caesar to the Black Prince*, by the Rev. A. J. Church, M. A., sometime professor of Latin in University college, London. While many of these, like the stories of Vortigern, Arthur, and Canute, are legendary, they have been so long a part of the common stock of tradition and teach such beautiful lessons that they could not be overlooked. The book is divided into three parts—that relating to Britain under the Romans, in Saxon times, and under the Norman kings and their successors. The writer has presented some of the greatest events of English history in so attractive and simple a form that children will read and enjoy them. The book would make a good supplementary reader for school. (Macmillan & Co., New York. \$1.00.)

Every true poet must give expression at some time to the sentiment of love. Passages dealing with love must therefore be numerous in literature. In making a collection of such poetry great care must be taken to avoid the unnatural, the sickly sentimental. In *Because I Love You*, a volume of verse selected and arranged by Anna E. Mack, a wide range of literature has been drawn upon; most of the leading poets of English and American literature are represented. It is just the book to present to the "nearer one, dearer one yet than all others," who has given comfort and encouragement to the rough ways and the steep ways of life, or to the aged friend, or the bereaved one, cherishing yet the memory of days of love, and remembering that Love is still the promise of the future. No taste merely, but spiritual insight has directed this grouping of the best thoughts of the best poets. (Lee & Shepard, Boston. Cloth, white and gold. \$1.50.)

A collection of short poetry sayings about women, by authors of all ages and of all countries, compiled by Frederick W. Morton, is called *Woman in Epigram*. The book contains fragments of wit, wisdom, and satire, and will be prized as a reference book and an amusing volume for occasional reading. (A. C. McClurg & Co., Chicago. \$1.00.)

Under the general title of *At the Ghost Hour*, Frances A. Van Santford has given translations from the German of the ghost tales of Paul Heyse, in four small volumes. The titles of these volumes are: *The Forest Laugh*, *Mid-day Magic*, *The Fair Abigail*, and *The House of the Unbelieving*. The artist, Alice C. Morse, in making the decorations has shown a great amount of ingenuity; the illustrations, including cover design, are certainly unique. The binding is a light cloth, of a handsome tint. The four volumes are tastefully put up in a box. (Dodd, Mead & Co., New York.)

The Riverside Literature series has been so long before the schools that it is necessary to say nothing further in regard to their merits, either as to the choice of material or the editing. The latest additions are: Nos. 64, 65, and 66, *Tales from Shakespeare*, by Charles and Mary Lamb; No. 67, *Julius Caesar*, by William Shakespeare. (Houghton, Mifflin & Co., Boston. 15 cents each.)

*The Land of the Changing Sun* by Will N. Harben, is a tale describing the adventures of two men—an American and an Englishman—who are carried in a balloon to a strange island and among a strange people, whose customs and mode of life are totally unlike our own. Much imaginative power is displayed in the story, which reminds one, in style, of Rider Haggard. (The Merriam Co., New York. 75 cents.)

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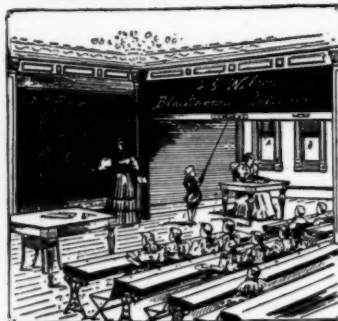
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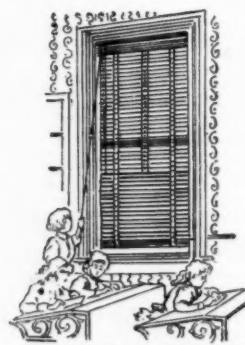
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### General Notes.

It is impossible to mention here all the excellent books issued by Silver, Burdett, & Co., Boston. A few of them are: The Normal Course in Reading, by Emma J. Todd and Supt. W. P. Powell; Beacon Lights of Patriotism, or Historic Incentives to Virtue and Good Citizenship, in prose and verse, with notes, by Henry B. Carrington, U. S. A., LL. D.; The Normal Course in English, by Prof. A. H. Welsh and Supt. J. M. Greenwood; Select English Classics; edited with notes, biographical, historical, and literary, by James Baldwin, Ph. D.; The Health Series of School Physiologies, by Charles H. Stowell, M. D.; The Normal Course in Number, by Pres. John W. Cook, and Miss N. Cropsey; The Normal Music Course, by John W. Tufts and H. E. Holt; The Cecilian Series of Study and Song; by John W. Tufts, etc. Send for price lists, catalogues, and descriptive circulars.

The effect of pictures in teaching geography, history literature, and art should not be overlooked. The Prang Educational Co., Boston, New York and Chicago, are now publishing a series of reproduction of fine photographs of famous buildings and monuments with the special design for aiding the teaching of art and history. These are 20x28 inches in size, of the same color as the original photographs, and do not fade on exposure to light. An illustrated circular showing the subjects thus far published will be mailed by the publishers.

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It has been known for many years that an enormous mass of rock on the Cascades of the Columbia river, in Oregon, large enough to be dignified with the name of mountain, is slowly changing position. The following description of the phenomenon is from *Cosmos*, Paris. "It consists of a ridge of brown basalt with three summits, ten to twelve kilometers long and rising about six hundred meters above the level of the river. The idea that this mass is in movement is certainly the last that would occur to the traveler passing it, and nevertheless nothing is more certain; the whole mass is being displaced slowly, but without pause, descending toward the river and showing an intention of damming it some day or other, and so of forming a great lake extending from the Cascades to the Dalles. In this movement of translation and descent it has already submerged part of the forests that line its base; the engineers of the railway that skits the mass have proved that the line is continually pushed toward the river and that in several years it has been moved two and one-half to three meters. Geologists attribute the phenomenon to the fact that the basalt that forms the nucleus of the mass rests on soft strata through which water constantly percolates, thus sapping the mountain under its base. They think, also, that these strata, even without the aid of water, would probably give way little by little, beneath the mass with which they are loaded."

The Boston correspondent of *The Critic* writes: "A coming gift to the Boston Public Library is a copy of the laws of Justinian, printed in Latin in 1659, and given to the library by Chevalier Alfred John Rodway, F. R. H. S., who vouches that it is an original edition, and that it bears on one of its pages the autograph of Shakespeare, who died in 1616."



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Macmillan & Co. are arranging to publish in two volumes, uniform with the Dryburgh Waverley Novels, a new edition of the Poetical Works of Scott, selected and edited by Mr. Lang. The same publishers have in press a book by Dr. Ernst Haeckel, which takes up the subject of Monism as a connecting link between religion and science, and bears as a sub-title *The Confession of Faith of a Man of Science*.

Dodd, Mead & Co. will soon publish, in a translation from the French of C. de Varigny, a book entitled *The Women of the United States*, a subject upon which M. de Varigny feels at liberty to write, having spent several years in this country—in the French consular service, we believe. The same publishers announce as in preparation a series of handbooks on athletics adapted more to the needs of amateurs than of professionals. The first number on the bicycle, and the second, on golf, are already in the hands of experts.

A new book by Poultney Bigelow, *The Borderland of Czar and Kaiser*, is announced by Harper & Bros. It is made up of personal experiences and stirring adventures, in which the author and the illustrator, Frederic Remington, took part.

Roberts Bros. announce for early publication *The Condition of Woman in the United States*, by Mme. Blanc (Th. Bentzon), translated by Abbey L. Alger; and *Cromwell's Soldier's Bible*, a reprint in facsimile of *The Soldier's Pocket Bible*, compiled by Edmund Calamy, and issued for the Commonwealth Army in 1643; with a biographical introduction, and a preface by Lord Wolseley.

G. P. Putnam's Sons announce a new series entitled *Little Journeys*. It will be published in monthly numbers, each containing a description of a recent visit made by Mr. Elbert Hubbard to the homes and haunts of some well-known author. The first group includes George Eliot, Carlyle, Ruskin, Gladstone, Turner, Swift, Hugo, Wordsworth, Thackeray, Dickens, Shakespeare, and Goldsmith.

*The Critic* of Dec. 22 devotes more than three pages to a biographical sketch of the late Robert Louis Stevenson, and to an estimate of his work, summing up as follows—"It is significant that \* \* \* in some of Stevenson's best tales, the end is the beginning of a new and more interesting situation. This is a formula which is certain to lead to success: set the wheels of action in motion, instead of bringing them to the dead point; work to a commencement, and there stop and let the reader's fancy carry the story forward \* \* \* It is true that Stevenson never produced the 'great work' that was so confidently expected from him (unless 'Treasure Island' can be accounted as such a work); but his mastery of his craft,

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the brilliancy of his style, which adapted itself to every subject and mood and phase, and his rare imagination, made whatever came from his pen an event in the world of English letters." The article contains three portraits of Stevenson, one of Mrs. Stevenson, and a picture of their Samoan home.

"Festivals in American colleges for Women" is the subject of a symposium in the January *Century*, describing the feast-days and special occasions in all the best known colleges for women in America. It is interesting to notice the strong feeling against hazing which is shown in each one of these articles. College girls seem to do all they can to make the freshman's lot a happy one.

For the last year the women have had the upper hand in fiction, but a reaction appears to have begun with the appearance of a striking story, *George Mandeville's Husband*, which is to be published shortly in Appleton's *Town and Country Library*. This novel is said to offer a vivid if not inviting picture of the "advanced woman" and the effects of her teaching.

Mrs. Everard Cotes (Sara Jeannette Duncan), the author of the striking novel, *A Daughter of To-Day*, which is exciting so much interest, has left her former home in Calcutta, and is living at Oxford, England.

Prof. W. M. Conway, the author of the great work, *Climbing and Exploration in the Karakorum Himalayas*, which has just been published by D. Appleton & Co., is the vice-president of the famous Alpine club, and he has added a brilliant page to its records by climbing the highest peak yet ascended, in addition to other achievements of his remarkable expedition.

Begin the new year, if fitted to advance, by making application for a better position. "Onward and upward" should be the motto of the teacher who wishes to make a mark in the profession. The best way to secure a position is to apply to an agency like Schermerhorn's Teachers' Agency, 3 East 14th street, N. Y. The fact that it has been going business since 1855 speaks volumes for it.

It used to be considered one of the duties of the teacher to make quill pens for all the pupils under his charge. That duty has been done away with by the introduction of steel pens. Among these Esterbrook's have attained a great and well-deserved reputation. The standard school numbers are 333, 444, 128, 105, and 048. They are for sale by all stationers or may be obtained of the Esterbrook Steel Pen Co., 26 John street, N. Y.

J. R. Alexander, in speaking of Sprague's Correspondence School of Law, Detroit, Mich., says: "After pursuing your course of study for the past seven months I have been admitted to the Kentucky bar. The course is logically arranged, and offers the next best thing to one not having the time and money to enter a regular law school. Thanking you for your prompt assistance at all times, I heartily commend you to any one desiring instruction in law."

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OUR TIMES for January contains further details in regard to the outrages in Armenia, with a portrait of the sultan and other illustrations. There are portraits of Count de Lesseps, Miss Frances E. Willard, Sir John Thompson, the queen of Madagascar, and Robert Louis Stevenson. All the special features of the paper—the geographical and scientific notes, the questions on civil government, the list of prominent people born in January, the questions and answers, etc.—are represented.

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